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M.S. Kabylova, N.A.Abishev
I.Zhansugurov Zhetysu State University, Taldykorgan, Kazakhstan
(E-mail: madina.3024@mail.ru)

Scientific organization of Pedagogical staff professional activities

Abstract. In this scientific work, the level of methodological and theoretical foundations of learning optimization in the conditional implementation of 12-year education in Republic of Kazakhstan. The work highlights issues related to the organization of professional activities of personnel. It also provides for science-based planning of organizational scientific and methodological training of teachers. The most complete use of scientific achievements of pedagogy, psychology and special Sciences are applied in the educational process.

It shows the full use or scientific achievement of pedagogy, psychology and special sciences in the educational process. This allows you to clearly distribute the functions and coordination of efforts, create the necessary conditions, choose the optimal variant of activity, stimulation, regulation, control and accounting. The relevance of the research is due to the need for a scientifically based approach to solving these problems.The purpose of retraining and professional development of teachers is specified.

Keywords: optimization, scientific organization, multilevel and continuous pedagogical activity, systems approach, worldviews.

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Introduction. Considering insufficient level of methodological and theoretical foundations of educational optimization in conditions of implementation 12-year Education Concept in the Republic of Kazakhstan, it is necessary to mention the need to improve the level of scientific organization of pedagogical staff professional activity. By optimization a teacher should understand the process of selecting the best possible solution to a problem in specific pedagogical conditions; optimization is thought to be finding the best option among many, considering the given conditions and constraints, or in other words optimal alternatives. Besides, implementation of teaching optimization methods requires Babansky Yu. K., Logvinov I. N. and others "... combined efforts of pedagogues, psychologists and methodologists, since a holistic and systematic construction of the educational process is impossible without the approach from the point of view of all sciences related to its design and organization. Among the most urgent problems of teaching optimization, which can be resolved with the help of pedagogues-psychologists, the following may be mentioned:

a) Development of subjects' learning skills with psychological foundations, the skills of accepting learning tasks, active comprehension of educational material, using knowledge and skills and transferring them into new pedagogical situations, self-analysis and self-assessment of the activity's results optimality;

b) Development of methods for selection the main and essential in the content of educational material at different levels of continuous and level education;

c) Identifying specificities of formation teaching motives of subjects of various ages at different levels of continuous and level education, features of development cognitive activity motives, interest and duty, cultivation of need to study all academic subjects in preparation for further professional career..." [1; 2]. The ability to synthesize knowledge from various fields of science is closely related to a high level of subject's analytical-synthetic mental activity development: analysis and synthesis, comparison and generalization.

Professors S. L. Rubinstein., Zimnaya I. A. and others disclosing the role of analytical-synthetic mental activity, emphasized that "... an object in the process of thinking is engaged in all new connections and therefore appears in all new qualities that are fixed in new concepts; thus, all new content kind of deleted from the object; every time he/she shows the other side and the new properties are being identified..." [3; 4]. Deep understanding of theories and essence of pedagogical categories and concepts allow subjects to perform educational, cognitive and learning activities science-based implementation, analyze the achievements and weaknesses of their activities in terms of pedagogical science, correct and plan their future activities. Pedagogical categories and concepts generally reflect pedagogical reality and express the most essential features of pedagogical phenomena Abdullina O.A., Dneprov E. D. and others. [5; 6].

Organization of personnel's professional activity provides scientifically based on planning of organizational, scientific and methodological preparation of a teacher, his/her complete use of scientific achievements of pedagogy, psychology and special sciences in teaching and educational process; clear distribution of functions and efforts coordination, creation of necessary conditions, choice of the optimal activity option, stimulation, regulation, control and accounting as well as prospects of professional activity considering the emerging multi-level and continuous system in the subsystem of "training, retraining and advanced training of pedagogical staff". By continuous education we mean any program, project, activity and service designed to meet constantly changing educational needs of citizens, including education for adults, training, retraining and advanced training of pedagogical staff.

Aims and objectives. According to Novikov A.M., Kraevski V.V. and others, the main goal of continuous education is to provide every person "... core factor of continuous education is the conscious public need for constant personality development. This determines regulation of numerous educational structures - main and parallel, basic and additional, state and public. Their interconnection and interdependence, mutual level subordination, orientation and purpose coordination and providing interaction between them turn the entire set of such structures into a single system..." [7; 8]. It should be noted that the educational system is designed so that it excludes the ease of external influence. As a rule, education in any country is one of the most conservative social institutions. According to Professor T.V. Chernikova , "... any change in the field of education occurs only in the event of public life crisis, social upheavals, political tempests..." [9]. In order to achieve new quality of pedagogical education, according to E. V. Tkachenko, "...changes of its target orientations should be there, which means transition from highly specialized training to becoming experts capable for using various theoretical knowledge and ways of thinking in order to develop the subject's learning activities. It is necessary to create new technologies for mastering pedagogical activity that would allow forming personal pedagogical position.

In the scientific literature, by pedagogical activity we imply independent type of activity that implements transferring of social and cultural experience from one generation to the next. The main feature of modern pedagogical activity is its scientific provision, constant study and implementation of new scientific ideas and pedagogical technologies. Implementing the goal of pedagogical activity is associated with such socio-educational tasks as:

a) Formation of educational environment;

b) Arrangement of students' activities;

c) Creation of educational community;

d) Development of person's individuality.

Pedagogical activity and its moral characteristics are thought to be the following:

a) The conviction that a teacher should be an embodiment and a carrier of spiritual and moral culture;

b) Moral motivation of pedagogical activity;

c) Moral nature of communication and interaction among subjects of education;

d) Teacher's holistic influence on the personality of subjects of educational and cognitive activity, which requires empathy, skills of understanding another person;

e) Teacher's ability to foresee and evaluate moral consequences of his/her own actions, decisions, behaviour and experiments. To create conditions and opportunities for building up independent educational trajectory, which allows to select the content and technology of teaching that would correspond to personal characteristics, professional experience and existing practice; consistent with recognized difficulties in pedagogical activity...” [10].

Thus, scientific organization of the activity is a set of designed actions that contribute to improvement labour process and ensure high performance with the least expenditure of funds, time and effort. At the present stage, scientific organization of pedagogical work in the education system is having trouble due to insufficient knowledge of teachers in the field of pedagogical theory, which is noted in special scientific literature. In particular, Professor Sh. Taubaeva notes that “... analysis of the literature shows that in textbooks and scientific publications the problem of scientific and methodical work in secondary schools is practically not covered, there are few studies in this field, and there are different opinions of authors towards it” [11, p.5- 51].

Methods of study. Scientific organization of pedagogical activities in pedagogical community requires:

a) improvement of scientific and methodological training of teachers, the most complete use of scientific achievements of pedagogy, psychology and special sciences in the educational process;

b) better planning of teaching and educational work; identifying teacher's time reserves in a reasonably planned work on teaching and learning activities administration; regulation of distribution educational and social workloads; rational staffing;

c) better organized collection and processing of scientific and operational information; scheduling taking into account rationalization of teachers' time budget;

d) use of time reserves for teachers reasonable rest by releasing them from unnecessary meetings and reports as well as developing creative working principles and providing good conditions to prepare for lessons;

e) improvement of material facilities of the educational process by strengthening educational and methodological base of educational institution. Principle of optimality, according to Professor Yu. K. Babansky, as one of the principles of scientific organization of pedagogical work, requires “... that learning process should achieve not just slightly better, but the best level of functioning for a given situation. He opposes hyperbolization (exaggeration) and underestimation of certain methods, techniques, tools, forms of education, he is against the template and stencil in teaching, against overloads of students and teachers that occur due to complexity of learning or too fast pace of studying educational material...” [1].

And for this, in the level and continuous education system we should abandon the teacher, who believes that in the teaching process only he/she is an active commentator and the subjects of teaching should passively perceive educational information coming from him/her, as a result, he/she falls into the old error of mechanistic materialism. However, practice of the modern school including the highest one is very much based on this common mistake.

Therefore, the true essence of the organizational and content restructuring of education, according to Professors V.T. Likhachev., Slastenin V. A. and others consists primarily in “...revival and development of all progressive traditions of the educational system; in solving fundamental problem of returning a person lost in administrative-bureaucratic dependencies to himself/herself in all his/her integrity and moral purity. In this case, the basic component of educational content gives all subjects of teaching the opportunity to understand the world, society and themselves, as well as selection and mastering of any profession, etc. Educational institutions are also called upon to provide teaching subjects the possibility to understand the foundations of spiritual values in society, choice of worldview, evaluation of the events taking place, assimilation of law,

morality...” [12; 13].

Accordingly, organization of knowledge in the learning process evolves from the unity of the world and society perception to in-depth differentiated substantive consideration of the general education content. And from subject development, through establishment of the closest interdisciplinary connections and integrative courses to the knowledge of the world in its natural state of unity and interconnection . The nature and structure of inter-scientific and interdisciplinary connections are basically similar: an academic subject, as well as science, is connected through the structural elements of knowledge, i.e. through an object of study, methods and theories. Interactions between sciences or between academic subjects occur at three levels - empirical, theoretical, and ideological. In accordance with them, Borissenkov V.R., Gukalenko O.V., Danilyuk A.Ya. and others identifies three types of interdisciplinary connections. First type is a tool that enables comprehensive examination of objects and phenomena, knowledge of their connections, as well as deepening of concepts formation. The purpose of the second type is to ensure that students are familiar with scientific methods and their use. Third type of relationships is designed to provide deep understanding of the studied theories and laws and ways to use them to explain the various phenomena, regardless of what objects and phenomena are studied [14].

Discussion. It is interesting to reveal comparative features of educational and research activities. The latter is aimed at obtaining information that multiplies social experience and therefore has a direct social significance; it is certainly a form of labor activity. The study produces some transformation of the initial situation containing a significant degree of uncertainty into the final one, which turns out to be more specific for the observer, in other words, containing information.

Systematic approach includes solution of the following interrelated tasks:

1) awareness of the activity system leading to a given result;

2) criteria selection for analyzing (measuring) the obtained result;

3) identifying factors that randomly affect the desired result;

4) correction of the created activity system. In addition, systematic approach allows quick identifying shortcomings, imbalances, contradictions in the system functioning and its causes, to identify the ways to overcome difficulties and eliminate deficiencies based on identifying all relations between its components. During such process, it is necessary to note the role of the technological approach based on the educational process design taking into account the given initial settings: social order, educational guidelines, goals and content of teaching.

Scientific justification acts as a process, the structural elements of which are:

a) Reflection of reality in scientific knowledge; and b) normative area formed in the course of justification, which includes scientific and practical understanding of the content, principles, and methods of educational activities and a project of such activities. Formation of new knowledge in the context of retraining or advanced training of pedagogical personnel, as a rule, occurs through restructuring or modifying the existing ideas, and possibly requires their abandonment. However, the point is not to replace a misconception with the correct “scientific” one, as it might seem at first. The task of modern retraining and further training processes are not simply to give knowledge, but to transform knowledge into a tool for creative understanding of educational practices that integrate into the global educational space. At the same time, interrelation of pedagogical theory and practice is manifested in the fact that, on the one hand, pedagogical theory is a means of knowing, explaining and predicting pedagogical practice; on the other hand, it is a tool for improving practice of retraining and further training of personnel, the basis of analysis and criterion for evaluating its effectiveness. It helps not only to explain pedagogical phenomena, but also to anticipate their occurrence, allows transforming pedagogical phenomena, designing the pedagogical process.

The well-known modern logician and teacher G. Froidental notes that “... when training teachers, we proceed from the axiom: the one who teaches should know more than just what he/

she teaches. This "more" refers not only to the volume of material. The teacher should know what he/she teaches in a form different from which he/she teaches it. He/she should know not only a large amount of material, but also a higher logical form of its understanding..." [15]. Responsible for successful educational process design in the classroom, Professor E.N. Stepanov notes that "... in this case, class teacher, especially at primary school, turns out to be the most interested person. However, class teacher of primary school not always skilfully implements his/her subject authority. Often lack of theoretical knowledge and practical skills, insufficient development of abilities to think and act systematically due to objective reasons in the process of training in higher school do not allow to achievethe desired results. For modelling and constructing the educational process in higher school, as well as managing it, the class teacher needs special theoretical and methodological training. " [16, p. 7]. Interpreting the view of Professor E. N. Stepanov, we can say that the class teacher needs to recognize and understand specific features of the students community, determine the level of the class collective development, formation of interpersonal relations and joint activities of students in it, then try to elect the optimal forms and methods of constructing the educational process. In this connection, inexpediency of copying some famous educational sample or model previously developed by the teacher is understandable. Besides, numerous studies indicate high degree of parents'reference towards their children, great importance of the parental word, example and actions in forming a son or a daughter... Therefore, parents should not remain outside the framework of modelling and functioning of educational process and its evaluation. Teachers are working in this class cannot be strangers [17].

Modern society does not need narrow specialists in other words carriers of individual production functions, but comprehensively developed socially active people who have fundamental scientific education, rich internal culture, and highly moral. This equally applies to pedagogical staff training. The systems of pedagogical staff training are facing a number of new and more complex requirements, under continuous development of the education system. Firstly, it is a requirement for deeper reflection of socio-economic and spiritual development characteristics of the country, achievements of scientific and technological progress, pedagogical science and school practice. Secondly, increased focus on education, science and production integration, close relationship between educational process in higher school and industry, combination of theory with practice. Thirdly, it is an orientation towards an individual and his/her comprehensive and all-round development.

Conclusion. Results of teaching in terms of personal development are not indifferent to what methods and in what forms it is exercised. According to Professor V.S. Lednev, experience shows that "...methods and forms of education organization are essentially substantive..." [18, p. 49]. Further, links between all essential concepts of didactics as a theory of content and the learning process are outlined; organizational forms are relatively independent from other components of learning process: they are interrelated at subsequent levels of educational process planning, including students' educational activities. Considering the informative side of education, we note that the learning content is a set of scientific knowledge and educational information providing personal development or main forms of social consciousness, first and foremost science, art, law, morality, as well as culture, experience and skills in learning activities.

Criteria for assessing the level of theoretical knowledge can be: the amount of knowledge (fullness, depth, solidness); awareness of knowledge (independence of judgement, proof of certain provisions, formulation of problematic issues); interest in pedagogical theory (reading pedagogical literature, participation in methodological and research work). The units of the pedagogical skills level measurement may be: the number of actions performed by the teacher using one or another skill; sequencing; quality of the performance of each action; time spent on actions (tasks) execution. The process of pedagogical skills formation involves mastering the external (subject) and internal (ideal) sides of educational activities.

Having mastered only external objective activity, in other words, practical actions, the

teacher determines the method of action based only on the logic of practical actions (first he does and then analyzes why these actions led or did not lead to the desired result). But the logic of practical actions do not reveal natural links between the components of the pedagogical process. In this case, teachers cannot justify which methods of action and why they were chosen in this situation, they only copy the actions of others or blindly follow the methodological recommendations . The external objective activity of a teacher should be preceded by internal (ideal) one, in other words, understanding of actions' purpose, expected results, intended actions, and conditions for their fulfilment should be carried out. Relationship between goal and condition determines the task that should be resolved by action.

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М.С. Кабылова, Н.А. Абишев
Жетысуский государственный университет имени Ильяса Жансугурова, Казакстан

Научная организация профессиональной деятельности педагогических кадров

Аннотация. В данной научной работе рассматривается уровень методологических и теоретических основ оптимизации обучения в условиях реализации 12-летнего образования в РК. Особо отмечается

необходимость повышения уровня научной организации профессиональной деятельности педагогических кадров.

В статье освещаются вопросы по организации профессиональной деятельности кадров, научно-обоснованному планированию организационной научно-методической подготовки учителя с применением научных достижений педагогики, психологии и специальных наук в учебно-воспитательном процессе, что позволяет четко распределить функции, скоординировать усилия, создать необходимые условия, выбрать оптимальный вариант деятельности, стимулирования, регулирования, контроля и учета.

Актуальность иследования обусловлена необходимостью научно обоснованного подхода к решению данных задач. Указывается цель переподготовки педагогов и повышения их квалификации.

Ключевые слова: оптимизация, научная организация, многоуровневая и непрерывная педагогическая деятельность, системный подход, мировоззрение.

М.С. Кабылова, Н.А. Абишев

І.Жансүгіров атындағы Жетісу мемлекеттік университеті, Талдықорған, Қазақстан

Педагогикалық кадрларының кәсіби қызметін ғылыми ұйымдастыру

Аннотация. Осы ғылыми жұмыста Қазақстан Республикасында 12 жылдық білім берудің шарты мен оны жүзеге асырудың әдіснамалық және теориялық негіздерінің деңгейі баяндалады. Әсіресе мұғалімдердің кәсіби қызметін ғылыми ұйымдастыру деңгейін көтеру қажеттілігі туралы айтылады. Жұмыста кадрларды кәсіби ұйымдастыру мәселесі қарастырылады. Ол сондай-ақ, ғылыми және әдістемелік педагогты оқытудағы ғылыми негізделген жоспарлауын көздейді. Бұл оқу процесінде педагогика, психология және арнайы ғылымдардың пайдалануын немесе ғылыми жетістіктерін көрсетеді. Зерттеудің өзектілігі осы проблемаларды шешуге ғылыми негізделген тәсілдің қажеттілігіне байланысты. Мұғалімдерді қайта даярлау және біліктілігін арттырудың мақсатын көрсетеді.

Түйін сөздер: оңтайландыру, ғылыми ұйымдастыру, көпдеңгейлі және үздіксіз педагогикалық қызмет, жүйелік тәсіл, дүниетаным.

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Авторлар туралы мәлімет:

Абишев Н.А. - п.ғ.д., педагогика және психология кафедрасының профессоры, І. Жансүгіров атындағы Жетісу мемлекеттік университеті, Жансүгіров көш., 187а, Талдықорған, Қазақстан.

Кабылова М.С. - педагогика және психология кафедрасының 2 курс докторанты, І. Жансүгіров атындағы Жетісу мемлекеттік университеті, Жансүгіров көш. 187а, Талдықорған, Қазақстан.

Abishev N.A.- PhD of Pedagogical Sciences, Professor, I.Zhansugurov Zhetysu State University, Faculty of "Pedagogy and Psychology", Department of "Pedagogy and Psychology", Zhansugurov str., 187a, Taldykorgan, Kazakhstan.

Kabylova M.S.- 2nd year PhD student, I.Zhansugurov Zhetysu State University Faculty of "Pedagogy and Psychology", Department of "Pedagogy and Psychology", Zhansugurov str., 187a, Taldykorgan, Kazakhstan.